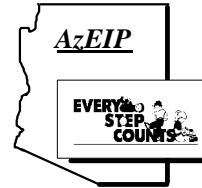


## Chapter 5



# TECHNICAL ASSISTANCE SYSTEM

## Arizona Early Intervention Program

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### 5.0.0 Technical Assistance System

**5.1.0 Authority:** 20 U.S.C. §1434(a)(10)(A); 34 C.F.R. §501.

#### 5.2.0 Introduction

The AzEIP Technical Assistance (TA) system is administered through a contract with Northern Arizona University/Institute for Human Development, AzEIP Staff Development and Training Project, and is overseen by the lead agency, DES/AzEIP. The purpose of the AzEIP TA system is to provide guidance and assistance to enhance knowledge, confidence, and performance of IDEA, Part C, AzEIP policies and procedures, and State initiatives. It directly responds to system needs identified through the Continuous Monitoring and Quality Improvement System, the Comprehensive System of Personnel Development and identified State initiatives. Technical assistance is provided through a variety of ways to ensure the assimilation and application of information by the broad early intervention community. The overall goal of the TA system is to provide programs with the opportunity to enhance their confidence and competence in providing early intervention supports and services in accordance with federal law and AzEIP policies and procedures.

#### 5.3.0 Policy

1. The TA system supports the AzEIP community throughout the state and includes DES/AzEIP staff, Technical Assistance and Monitoring Specialists (TAMS), and the Technical Assistance Cadre (TA Cadre).
2. DES/AzEIP oversees the AzEIP TA system.
3. The role and responsibilities of the Technical Assistance and Monitoring Specialists include:
  - A. Supporting early intervention programs in completing the AzEIP Program Registration and Program Self-Assessment;
  - B. Serving as the lead in scheduling, planning, and coordinating onsite monitoring and data verification visits;
  - C. Participating in site review and data verification visits;
  - D. Identifying TA and training needs of programs and regions based on monitoring;
  - E. Accessing or providing TA and training to early intervention program/providers through in-person meetings/visits, e-mail, phone, or other forms of consultation;
  - F. Supporting AzEIP communities through coaching and/or providing materials;
  - G. Accessing the TA Cadre for TA and training in identified priority areas and facilitating the integration of that TA information into practice;
  - H. Providing ongoing support and follow-up to programs to ensure timely completion of improvement and corrective plans;
  - I. Conducting research related to early childhood law, policy, and practice recommendations; and
  - J. Preparing TA materials in partnership with the TA Cadre and AzEIP.

4. The roles and responsibilities of the TA Cadre include:
  - A. Supporting TAMS to provide TA to AzEIP communities by expanding their knowledge base, coaching, and/or providing materials in identified priority areas;
  - B. Working with regional TAMS to coordinate and provide identified TA or training to agencies, providers, and families related to priority areas;
  - C. Working with AzEIP to identify resources, literature, and other materials to convey relevant concepts and policies;
  - D. Developing and implementing specific training and consultative activities to convey information and facilitate general understanding of the policy and/or practice within the community and promote incorporation of information by programs' personnel into policy, procedure, and practice;
  - E. Facilitating workshops and peer discussions among professionals and train-the-trainer sessions, as appropriate; and
  - F. Participating in the identification and development of training resources, (such as web-based courses) and the evaluation and modification of the TA system, as appropriate.
5. The primary recipients of technical assistance resources include:
  - A. Early intervention personnel, including service coordinators, therapists, and developmental specialists;
  - B. Early intervention administrators, including supervisors and management staff;
  - C. Families; and
  - D. Primary referral sources, including physicians and Child Protective Services.
6. Technical assistance may be provided in the following ways:
  - A. Written materials, such as Technical Assistance Bulletins;
  - B. In person during monitoring site visits;
  - C. Coaching in person, by telephone, e-mail, and occasional videoconferencing;
  - D. Consultation in person, by telephone, e-mail, and occasional videoconferencing;
  - E. In-service trainings;
  - F. Regional/topical workshops;
  - G. Statewide workshops, conferences, or meetings; and
  - H. Web-based information sharing.
7. TAMS respond to TA requests from programs in their respective regions, when appropriate.
8. AzEIP, NAU staff, and the TAMS meet regularly to discuss trends, regional issues, the TA and training needs of the State, and to identify appropriate resources and strategies to assist programs. The TA Cadre also meets with these individuals, as requested by AzEIP.

9. The TA Cadre may be accessed to provide TA after other resources are exhausted, if the requested TA or training is a priority area for the State and with AzEIP approval.
10. AzEIP sets TA priorities for the State based upon: IDEA, Part C requirements; State initiatives, State monitoring findings; and current research findings.
11. DES/AzEIP ensures the evaluation of the TA system by the following:
  - A. Short-term impact assessment through immediate participant feedback;
  - B. Evaluation of intermediate and long-range impact on agencies and programs, including the review and comparison of monitoring data to determine progress and identify potential changes;
  - C. Analysis of TA services requested and provided on a regular basis for inclusion, as appropriate, in federal, state, and local reporting;
  - D. Agency and contractor reporting in monitoring activities on the efficacy of TA; and
  - E. Analyzing close-out reports with regard to TA provided in areas that came into compliance.

#### 5.4.0 Procedures

1. A program may request TA to assist in compliance and/or practice improvement issues by contacting the TAMS.
2. If the TAMS can accommodate the request, the TAMS will provide the TA/training to the program, depending on the identified topic.
3. If the TAMS is unable to respond to the request, s/he will consider existing community resources or expertise that may address the need.
4. If the TAMS is unable to identify available individuals with the necessary expertise, s/he will confer with AzEIP and NAU to discuss accessing the TA Cadre. A TA Request form will be completed and submitted to AzEIP and NAU. The TA Request form is found in **Appendix A**.
5. At the next regular TA meeting, or sooner if necessary, the TA request will be discussed to consider the appropriate strategies and resources (for example, the TA Cadre) for providing the program with support and assistance.
6. The TAMS will maintain a log of the TA provided and submit to AzEIP at least twice a year.
7. On a periodic basis, surveys will be sent to programs to obtain feedback on the TA provided.